

Training for teaching workforce – a consequential initiative of assessment and development in South Indian educational institutions

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1. Introduction

The concept of need assessment varies as per the circumstantial perspective and interpretations in this study and the training need assessment encompasses both what the individual knows and what the individual need to know. The main focus for conducting this study is to enrich the planning process of training the staff. For any individual - learning is based on the professional interaction in the work atmosphere, educational events, information and feedback. Hence, the search for one best way of understanding the individual need is an industrious task involving complexities in the process. The first step that enables one to recognize the need assessment and learning would be to collect the data that are a part of the daily professional life to formalize, highlight and use these as the basis for future recorded need assessment and subsequent planning, action, as well as integrating them with more formal or informal methods of needs assessment to form a routine part of training, learning, and improving practice.

Types of Training Needs

While analyzing an individual's need, we realize that there are varied levels of need within oneself and its probability of the underlying reasons behind need assessment may be:

- Felt need (what people express in words)
- Expressed needs (what people express in action)
- Normative needs (what experts suggest)
- Comparative needs (institutional comparison)
- Target needs (what people have to achieve)

All the above types of training needs have been considered in this study to ensure a full-fledged training need assessment document. It also contributes towards further research for the institution keeping this document as the basis.

2. SIGNIFICANCE OF THE STUDY

Need assessment is generally a systematic process to continuously gather evidence of learning by an individual in a work environment. The idea behind the assessment is to identify the gap between the current levels of learning among the teachers and help the teaching workforce reach the desired standard level as per the institutional goal. The need assessment is said to be a means that help the institution articulate the individuals towards the desired goal. Hence, it is imperative for any institution to make the assessment process a continuous one rather than a onetime effort. However, the team which was to be assessed had to be briefed that the assessment is not to be treated as yet another internal demand that takes their time away from working or teaching. Instead they should have the feel that each one is respected and valued and they have an important contribution to make in the assessment process. The assessment ensured whether the staff development of the individual (in terms of his or her job related knowledge, skills or attitudes of the work) is prevailing in the institution or not. In most cases in the mind of educators, training is synonymous with staff development as the outcome is always awareness and knowledge enrichment. Training is also an indispensable way to retaining the staff of the institution.

At the beginning stage the training need assessment was used to determine the types of programmes with appropriate content to be designed for the target group. During the programme, it was assured to the target to meet what they expected and finally those targets shall insist on applying what has been learned in their work atmosphere. The process is a continuous one with the changing need of the target and approaches and attitudes of individuals in the institutional setup. Similarly in this study also the basis on which the training programme to be designed was targeted and study was conducted.

2.1 TRAINING NEED ASSESSMENT IN EDUCATIONAL SECTOR

In general, training and its need assessment has a fundamental role in an educational sector. Recently many government and non-governmental sectors have engaged in studying the training needs for those personnel working in an educational sector. The training need analysis is used as a pre-tool to identify strategically areas needed with regard to skills/ knowledge/ attitude a person required to hold a job.¹ Understanding about the training need assessment in an educational sector is the crucial aspect and few base questions which were to be looked into included:

- What are the effects of the responses to the need assessment of the teacher at different stages of career phases?
- What are those methods of planning the learning experiences an effective one on the basis of needs identified?
- What is the relative validity and reliability of the methods used for assessment?

In this study, those educational institutions that come under the educational wing of a tradition based group company were covered. The respondents were the teaching staff community of **seven** numbers of educational institutions – which included Type A - a state board syllabus school, two Type B & Type C - matriculation board schools, Type D - a nursery and primary school, Type E - an ICSE board school, Type F- teacher education college and Type G - a community college.

3. OBJECTIVE OF THE STUDY

The study had taken into consideration certain underlying objectives as shown below:

- to determine the need for training among the teaching staff
- to identify those training needs based on phases of career
- to determine the content and scope of the training
- to identify those critical areas as a teacher and relate those with training areas
- to perform gap analysis between training required and training to be given for the teaching staff
- to contribute to the top management and deciding authorities by highlighting the clear indicators of performance through the training need that is identified through the study
- to determine a suitable training design or module suiting the target groups as per their expectation
- to gauge if the expected educational institution was able to cover the training modules suggested by the researcher of the study

4. LITERATURE REVIEW

The literary review of this study are the excerpts of the studies conducted in educational sector and other sectors, represented in the form of a working paper or article or project or thesis or journals and magazine. They are as follows:

- Dahiya,S., & Jha,A.,(2011) in their paper presents that the need assessment for any organisation has taken as an integral part and become a mainstay.² The citations from Stout (1995) especially indicates that the assessment is associated with the organizational and / or individual performance. Kaufmen (1998)'s emphasis on **identifying the need** and **breaking them into** various **components** to determine the required solution is also considered in this study as a key point. The difficulties involved such as viewing the concept as different from organizational goals, time consuming, hard to convince the main stakeholders while execution by the expertise, etc in conducting the assessment is also mentioned. They in their review paper (2010) has enlisted and explained the various models of Training need assessment namely Graham and Mihal's model (about 4 step survey process), Rossett's reactive model (about lessening the gap between 'optimal' and 'actual' individual and small group performance), Burton and Merrill's four phased model (dealing with external and internal clients), System Approach model of Murk and Wells (functioning as a broad model of instructional design) and etc.³
- Bhatti., (2011) in his paper emphasizes that a trained teacher is the one who is more enthusiastic than the untrained teacher and how the training to a teacher is transformed in the for m of student outcome⁴.

¹ Retrieved from http://cbpr.yashada.org/content/jammu_and_kashmir/tna_report_education_sector.pdf

² Dahiya,S., & Jha,A., (2011). Training need assessment: A critical study, *International Journal of Information Technology and Knowledge Management*, Vol 4(1), pp.263-267

³ Dahiya,S., & Jha,A., (2010). Training need assessment: A critical study, *Advances in Management*, Vol 3(11), pp.59-65

⁴ Bhatti,K.K., (2011). Management sciences faculty hiring criteria and training needs, *Interdisciplinary Journal of contemporary research in Business*, Vol 2(12), pp. 146-154

The paper also elucidates the criteria used for hiring the teaching candidate under seven heads and how training needs contribute towards the organization indirectly.

- Hartley, S., has tabulated in his paper about the responses of teachers under five heads¹, where the training, curriculum, administrative and Resource & learning material heads is more relevant to this study. Similarly the instrument used in his study is Needs Assessment Questionnaire (NAQ), items with six and eight scales.
- The work by Dierdorff, E.C., & Surface, E.A., (2008) examines the factors that influence the rating in a training need assessment. The positive impact on the individual's level of work experience, self efficacy and self proficiency and over the task and job in turn is studied².
- Brown, J., (2002) has elaborated on four main reasons for conducting training need analysis and how many organizations fail to conduct the need analysis before implementing a training program³. The types of analysis and levels are discussed explaining the need for HR's role in anticipating the plan for changes.
- Thomas, A., & Panchal, A., (2010) in their paper reports a case study on importance of training needs assessment and to avoid the mismatch between training needed and provided⁴. The competency based items are identified and a matrix is developed highlighting the core areas contributing to the organizational goals directly.
- Grant, J., (2002) in her study under the medicinal background of education enumerates that the learning need assessment is a crucial stage in educational process that leads to changes in the practice⁵. It is also mentioned of the difference in the learning needs among each individual and the main purpose of the need assessment must be to help the educational planning.
- Moore, M.L., & Dutton, P., (1978) attempts to assess the state of art and gaps in theory and practice relating to need analysis. ⁶ He has invoked in his study that the organizational analysis is more important than the task and man analysis. Apart from that the formula - priority (P) equals to value of overcoming a deficiency (V) + number of persons to be trained (N) divided by the cost of involved in training (C). [$P = VN / C$].
- Eerede, Van. W., et al., (2008) had made an attempt to study the relationship between the training quantity and organizational size. Impact of training the individual depends on many reasons and need not directly reflect on increased output was the main point highlighted in their study⁷. Moreover, it is clearly mentioned that the need analysis assures of what is the gap between the training need and content of training.

Adams, L., (2009) cautions those who conduct training need analysis about the short falls in staff behaviour.

⁸ Apart from that he insists on asking questions not to enlist as wish list but to understand what the respondents feel about the specific aspects dealt under each level (organizational/ individual).

5. RESEARCH DESIGN

The study was mainly targeted for teachers and therefore the respondents were teachers and/ or holding administrative positions under the designation academic supervisor or coordinator. The independent variable in the study includes age, marital status, etc and the dependant variables are the factors that are considered for identifying the training need assessment.

Sample and Sampling Method

The sampling method is **purposive sampling** as the study involved deliberately choosing the teachers on the basis that they will be able to provide the needed data in the form of response. The sample size involved in this study was 500 numbers across seven institutions.

Research Instrument

¹ Hartley, S., Managing an Assessment Process of Science Educator Needs in South Africa, Cape town, S.A, pp. 219-226

² Dierdorff, E.C., & Surface, E.A., (2008), Assessing Training Needs: Do work experience and Capability matter?, *Human performance*, 21, pp.28-48

³ Brown, J., (2002), Training Needs Assessment: A must for developing effective Training Program, *Public Personnel Management*, Vol31(4), pp. 569-578

⁴ Thomas, A., & Panchal, A., (2010), Case in competency: Training Need Assessment, *SCMS Journal of Management*, pp. 5-15

⁵ Grant, J., (2002), Learning Need Assessment: assessing the need, *British Medical Journal*, Vol 324, pp.156-159

⁶ Moore, M.L., & Dutton, P., (1978). Training Need Analysis: Review and Critique, *Academy of Management Review*, pp.532-545

⁷ Eerede, Van. W., et al., (2008), The mediating role of training utility in the relationship between training needs assessment and organizational effectiveness, *The International Journal of Human Resources Management*, Vol 19(1), pp. 63-73

⁸ Allan, L., (2009), Training needs or training wants analysis?, *Training & Development in Australia*, pp.25-27

The major source of data was collected through **Questionnaire survey method**. The tool is a self developed Questionnaire consisting of twenty one questions which were extracted from various sources to suit the need of the study. Printed questionnaires in English and vernacular language were prepared and used in the study. Moreover, structured interviews or questionnaire method was chosen as it is a proven instrument suggested by educational expertise for diagnosing a problem in the area of assessing the gap and ultimately planning a path for improvement.

The questionnaire covered questions on the basis of three perspectives namely,

(1) Demographic (like name, age, level, experience, etc);
(2) Specific criteria based questions covering Individual/Task /Organizational factors allocated under four **point scale**. The ratings as '3' - critical and very important to my job, '2' -Important to my Job, '1' - Quite important to my Job and '0'-Not at all important to my Job. The items under each main head of skills/ knowledge factors utilized as criteria are based on the study conducted are shown in **Table.1 and 2**.

(3) Closed ended questions based covering either *Yes* or *No* type or scales varying from *Very little*, *moderately* to *A lot* for the responses relating to being a part of team; Job autonomy and differential application of skill and talent.

(4) Open ended questions based questions for the respondents to express their idea related to specific aspects on Routine teacher tasks, Career aspiration, Outdoor training, etc.

The study involved identification of main factors, sub factors and other factors that are to be considered for a teaching staff in a dynamic educational environment. Those six main factors, sub factors and other factors are as shown in the below table as extracted from the journal of higher education. The table:1 indicates the generic competences from the instrumental, interpersonal and systematic perspective of an individual which are necessary for overall staff development.

For the data collection prior appointments with respective school heads at their premises were fixed, questionnaires were distributed and made to fill in and were asked to return on the spot.

6. ANALYSIS

The prime focus of the study was on those aspects needed to conduct a training need assessment and they have been included namely the 'Why', Who, How, What and When part was taken due care in the course of the study. Since a thorough need analysis examines training needs on the three levels such that - Individual, task and organizational, those items were included in the questionnaire.

Individual analysis targets on those aspects of individual employees on how they perform the job and in case of deficiencies then it would be one of the aspect while designing the training module to meet the performance standard.

Task analysis begins with the job requirement and compares the staff knowledge skills that determine the training needs. Any gap between the performance and the job requirements indicates the need for task training. A good task analysis identifies:

- Tasks that have to be performed
- Conditions for which the tasks are to be performed
- How often and when tasks are performed
- Aspects pertaining to quantity and quality of the required performance
- Requisite skills and knowledge needed to perform tasks
- How and where these skills are best acquired

Organizational analysis enables one to examine where training is needed in the organization and under what conditions the training will be conducted. It also identifies the requisite knowledge, skills and abilities that employees will need for the future as the organization and job evolves changes from time to time. Organizational analysis also shall include the staff grievances where in an aspect of improvement is required. As a part of organizational analysis the future skill need is the most crucial aspect for consideration to identify those areas which would affect the planning for training needs on the organizational level. In case the staff has any future plans, it would contribute to a great extent in planning the future training needs of an organization.

6.1 Demographic characteristics of the sample:

The below table :2 represents the descriptive statistics of demographic factors of the respondents.

* NR - No response

The table highlights that (i) 38 percentage of the respondents lie under the **age category 36-45 years**; (ii) 33 percentage of the respondents **hold a post graduate degree either with B.Ed or M.Ed** and (iii) 81 percentage of the respondents fall under the **married category**.

The total institutions included in the study are seven in number and the total samples under each institution is represented below - with more number of respondents falling under Matriculation school followed by Lakshmi School, Higher Secondary, Primary school, Lakshmi Matriculation school, Community college and lastly the Teacher training academy.

6.2 Areas of Training:

The highest percentages for which the respondents have given weightage is duly taken for consideration and those items (which comes down to 29 items) accounts to about 50-60 percentages as shown in table 6.

The Skills/ Knowledge factors are prioritized and ranked based on the response of the respondents and tabulated as shown below for better understanding.

6.7. DISCUSSIONS

There are various findings drawn from the analysis and interpretations of the study, Those findings and corresponding suggestion are listed point by point as follows:

- The major findings of the study indicate that female teachers are more in number than the male teachers across all the institutions.
- While looking at the age, the mid-aged group (36 to 45 years) contributes to a higher percentage and hence **the training effectiveness shall be positive** as they are in the learning stage of their career.
- Most of the teachers are post graduate degree holders with the teaching base as an additional qualification, which indicates that their **job orientation is towards teaching**.
- Major numbers of teachers are those whose marital status is married. It indicates that their decision making on future plans is dependant on their family members. A **trend analysis** forecasting each teacher's family decision in future may be formulated and found out. Eg., Job transfer of husband, Children's higher studies after specific years, Self's abroad plan if any, Self's higher studies , etc.
- The definition on career orientation indicated that they donot have specific goal and are not goal oriented. Hence, a requirement to draw a standard '**Teacher Philosophy Statement**' - to help every teacher have a clear, concise account of teaching approach, method and expertise as each teacher has each goal in mind as a teacher.
- The teaching aids or resource utilization indicated that most of the teachers have knowledge about the resource availability and their usages in their respective institutions.
- An open ended question also was posed to the respondents about their learning interest in particular training area and the three categories which were indicated are **Computer updates, Administrative & Leadership skills** respectively. Hence, when designing the training module for the target, these three main categories can be facilitated along with the main skills and knowledge.
- Since most of the responses in the study indicate that they are interested to be in the same level rather than change in the role or transfer to next level. The **scope of the target is becoming specialized in the current level** is therefore high depending on the appropriateness of the training.
- The average period of confirmation of staff derived from analysis contributes to 2 years from the date of joining on one side and on the other side there are equal numbers of teachers who are yet to be confirmed. Hence, a report on **performance forecast** on how many number of teachers among those who are yet to be confirmed may be conducted and training programme to be given for them or not can be dependant on the results. Incase the performance forecast is positive then the training needs indicated by that group can be carried out.
- With a career in teaching, the teacher should be a continuous learner. The analysis indicates that the teachers have expressed a **negative response** with regard to the **need for higher degree of knowledge**.
- The analysis from the interest for the respondents to take up training outside the institution indicated that the **success rate of the training session** will be **high in Type C** institutio than the other educational institutions. The rate of success was least in Type B institution. Therefore the **design of trainings scheduled was planned to be educational institution specific** rather than mixed targets.
- The focus of career goals were analyzed and categorized under four phases as shown below :
The analysis of career phases emerged that there were four themes such as leadership/ academics/student orientation and society orientation.

Table:7

<p>Phase I - statements that represent their interest to learn or take up higher studies.</p> <p>Phase II - statements that indicate achievement through student learning and understanding and focus on current work ., eg., 'a good teacher' etc.</p> <p>Phase III - statements of being a leader in the field and representing amendment / to implement change in teaching strategy or innovating a teaching model, etc.</p> <p>Phase IIII - statement expecting execution of responsibilities becoming a leader eg., 'Principial' or role reaching a final target or goal.</p> <p><u>Source of information: Department of Education, Training and Employment, Queensland</u></p>
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The analysis represented that those respondents who fall under Phase I, II, III & IV are 39, 12, 9, 16 percentage respectively and those who have not responded contributes to 23 percentage. Hence, the highest responses were based on the **career phase II**.

Coincidentally, when the age and career phase correlation was analyzed it was found that most of the respondents under the age category 36-45 years have expressed statements coinciding with Phase II.

Therefore, career phase II was to be considered in this study **which was indicative of the need for high intellectual quality, supportive classroom environment, better management of the students and overall environment, clarifying expectation as a teacher and more work focus.**

- The main factors subdivided into seven categories enabled to find out the interest among the respondents. The analysis represented that the area of training were to be inclusive of **29 items** (out of 59 items) which are 4 items under methodological skills, 1 item under technological skills, 5 items under organizational skills, 1 item under linguistics skills, 5 items under thinking skills and 3 items under individual skills. Hence, these **29 items** were to be considered while **designing the training module** for the target. It is notable that the individual skills were ranked the last among the other skills in this study.
- Those aspects regarding Job autonomy and Job variety indicates that they are free from implementing new teaching strategies and styles according to their interests.

8.CONCLUSION

To conclude, the study found that the extent of training the teaching staff is at a primitive stage with the results derived from the training interest corresponding to the career phase. The analysis also found that they require training mainly in the area where their focus is high and of much interest. Though the main limitation of the study is that the responses from all the teaching staff may not have attained an acceptable accuracy level (because at times the respondents may have tend to give a socially desirable response) the tools used for the study namely descriptive statistics, factor analysis, discriminant analysis have proved of 95 percentage of the study's reliability and validity. With the current staff who were the respondents of the study had been targeted to give training in the area based on the suggestions derived from the study. The training design was based on the prioritized list (containing 29 items) of training areas as indicated in the analysis and findings as well.

Based on the analysis, a staff on an average required to undergo 29 to 30 hours of training in order to achieve overall development. The best suited method to conduct the training method shall be (i) case based (ii) role play and (iii) seminar method. The module may be in the later stage transformed into

Modules of Five covering

Methodological and Technological under Module I;

Organizational skills under Module II,

Other skills and Linguistics skills under Module III,

Thinking skills under Module IV and finally

Individual skills under Module V respectively.

Moreover the effectiveness of the training depends on the fact that the teachers have expressed their desire for training areas that is applicable to their immediate work and potential work needs - ensuring of positive result. They also have expressed that most of them wanted it to be delivered during the month of April and May in a year. The information from findings and suggestions of this study shall contribute towards / as a basis for Training Design since it covers the major aspects that assess the knowledge, skill and attitude of the individual in the workplace. In order to enhance the effectiveness of the need analysis, the staff target who participated can be intimated about their respective scores and areas of improvement. Moreover, the target shall also be prepared to take up the training. Further, to the designing of the training modules the cost of estimate based on the

participant, instructor and material needs to be worked out. The final stage shall involve the implementation and feedback of the training programme. The success of the proposed solution shall depend on practice and successful implementation satisfying each aspect of training. But with the support of management which targets on need analysis shall at a higher rate lead to succession than those institutions which do not support.

The training modules were designed in discussion with the respective school heads sharing the findings of the study. As indicated in the study the Type C educational institution were the first to complete all the training modules than the other institute and the feedback from the respondents recorded positive responses as the training modules included all the suggestions that were given by them. Since the researcher kept the basic requirements of the teaching staff to take up the training in specific while designing the training module, the training and development initiative had succeeded.

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Table 1. Skills pertaining to teaching workforce

1) Thinking - Analytical, critical, systematic, reflexive, logical, analogical, practical, creative.
2) Methodological - Time management, problem solving, decision making, learning guidance within pedagogic framework and strategies to learn, subject mastery, student achievement assessment classroom control.
3) Technological - Use of information technology, use of databases
4) Linguistics - Verbal communication, written communication, command over language
5) Individual - Self motivation, diversity and inter-cultural, stamina and ability to adapt to surroundings, Ethical sense, inter personal communication, team work
6) Organizational - Management of objectives, project management, quality control, Enthusiastic work behaviour, Innovation, group achievement oriented-ness, leadership
Source: Higher Education, Jul2010, Vol. 60 Issue 1, p101-118, 18p, 4 Charts - p108

Table 2: Other skills of teaching workforce

1. Trend updates
3. Customer / stake satisfaction
4. Accounting procedures and maintenance
5. Ethics / corporal rules and regulations
6. Organisational culture awareness
7. Developmental initiatives of vision/ mission/ objectives of the organization
8. language maintenance
9. Emotional intelligence
10. Presentation
11. Priority setting
12. Influencing and Negotiation
13. Managing diversity
14. Resolving conflicts
15. Coaching and managing performance
16. Empowering and inspiring
18. Developing talent
19. Crisis management
20. Building effective team members

Table 3: Demographic characteristics of the sample

Variable	N	%
Age :		
<25	35	7
25 -35	167	33
36-45	192	38
46-55	87	17
56-65	15	3
>66	4	1
Total	500	100
Educational Qualification :		
<UG	25	5
<UG + Montessori	10	2
UG	55	11
PG	65	13
PG +B.Ed /M.Ed	165	33
Mphil	15	3
Mphil+B.Ed/ M.Ed /M.Ped	50	10
Ph.D	1	0.2
PG+Montessori	3	0.6
NR*	1	0.2
Total	500	100
Marital Status :		
Single	78	15.6
Married	404	81
Separated	7	1.4
Others	10	2
Total	500	100

Table 4: Responden's rating on skill and knowledge item

Skills and knowledge	Highest percentage
use of s/w	62.4
Time management	62
classroom control	61.3
Ethical sense with individual	61.2
Creative	60
use of Internet	60
Trend updates	59.6
language maintenance	58.6
Influencing and Negotiation	58.4
Emotional intelligence	57.8
group and leadership	57.4
subject mastery	57.3
Self awareness and analysis	57.2
Problem solving	56.9
maintenance of personal computer	56.8
student achievement assessment	56.7
Individual development in team work	56.6
group achievement orientedness	56.4
enthusiastic behaviour	56.1
Customer / stake satisfaction	55.5
quality and quantity control	55.4
use of database	54.4
Practical Thinking	54
Decision making	53.9
Priority setting	53.8
verbal communication	53.8
Innovation	53
Crisis management	52.8
project management	52.6
organisational climate establishing	52.1
Building effective team members	51.8
Presentation	51
Developing talent	50.8
Developmental initiatives of vision/ mission/ objectives of the organisation	50.7
Systematic Thinking	50.6
Analytical Thinking	50.3
Managing diversity	49.4
Work procedure	49.1
Resolving conflicts	48.2
Accounting procedures and maintenance	48
Managing performance	47.6
Strategies to learn	46.3
command over language	46.2
Empowering and inspiring	43.6
Ethics / corporal rules and regulations	43.4
Critical Thinking	43
Interpersonal communication	42.8
written communication	42.2
learning guidance with pedagogical framework	42.1
Organisational culture awareness	41.4

Logical Thinking	41
Analogical Thinking	39
Use of IT	39
Reflexive Thinking	38
diversity and inter-culture	35.5
Coaching	35.2
Self motivation and control	33.2
stamina and ability to adapt to surroundings	30.7
Management by objectives	30.6

Table 5: The grouped 59 items under 7 Main factor

Skills / Knowledge	Highest Percentage
Methodological	55
Technological	55
Organizational	51
Other skills	50
Linguistic	47
Thinking	46
Individual	44

Table 6: Areas of training

Thinking skills	Creative Thinking
	Practical Thinking
	Systematic Thinking
	Analytical Thinking
	Time management
Methodological skills	classroom control
	subject mastery
	Problem solving
	student achievement assessment
Technological skills	use of Internet
Linguistic skills	verbal communication
Individual skills	Ethical sense with individual
	Self awareness and analysis
	Individual development in team work
Organizational skills	group and leadership
	group achievement oriented ness
	enthusiastic behaviour
	quality and quantity control
	Innovation
Other skills	Trend updates
	language maintenance
	Influencing and Negotiation
	Emotional intelligence
	Customer / stake satisfaction

Methodological skills	classroom control	Rank I
	subject mastery	
	Problem solving	
	student achievement assessment	
Technological skills	use of Internet	
Organizational skills	group and leadership	Rank II
	group achievement oriented ness	
	enthusiastic behaviour	
	quality and quantity control	
	Innovation	
Other skills	Trend updates	Rank III
	language maintenance	
	Influencing and Negotiation	
	Emotional intelligence	
	Customer / stake satisfaction	
Linguistic skills	verbal communication	Rank IV
Thinking skills	Creative Thinking	Rank V
	Practical Thinking	
	Systematic Thinking	
	Analytical Thinking	
	Time management	
Individual skills	Ethical sense with individual	Rank VI
	Self awareness and analysis	
	Individual development in team work	

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